**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:** 1st | | | **Date(s)**: Day 1, 2, 3 |
| **Unit Title:** Wanted! A Few Good Friends | | | **Corresponding Unit Task: Task 2 Design A Survey** | | |
| **Essential Question(s):** Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? How do illustrations help good readers locate and remember the important details in a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * Books to read aloud- Be Polite and Kind, Share and Take Turns, Understand and Care * Board/chart paper/ebeam scrapbook- for listing * Index cards for writing short a words * Picture cards depicting character traits * Independent practice page with pictures and vocabulary * Story paper- lined with picture space provided * Phonics Songs and Rhymes chart-1. | | | | * Friendship * author * Character Traits: polite, kindness, share, listen, care, respect | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Reading**  **Standards:**   * RL. 1.2 demonstrate central message or lesson   **I Can Statement(s):** I can determine the difference good and bad character traits.  **Instructional Plan:**   * Day 1 & 2 : (choose one to two books per day) * Read aloud- Be Polite and Kind, Share and Take Turns, Understand and Care * Day 1 & 2: * Whole group discussion of how examples given in story relate to the theme of the book (as indicated in the title of each story) * Compare stories by the same author (above).\*Point out that author is a vocabulary word. It is the person who writes the story. * Ask: what do these books have in common? (They all demonstrate character traits.) * Day 1 only: * Discuss vocabulary and meaning in relationship to class rules. (see vocabulary list above) \*Review vocabulary again on Day 2. * Day 3 only: * Discuss “bad” character traits and possible “real –world” consequences of each. (ex: rude, hurtful, disrespectful, selfish) This will serve to enhance meaning of vocabulary through non-examples. * Students may role play examples of “bad” character traits. | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice   X Independent | **Word Study**  **Standards:**   * RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. * RL. 1.10 Read prose/poetry which is grade level appropriate (Songs and Rhymes chart) * SL. 1.1 Participate in collaborative conversations with peers/adults in small groups   **I Can Statement(s):** I can complete a word sort with “good/bad” character traits.  **Instructional Plan-Vocabulary:**   * Day 1 * Sort picture cards depicting good/bad character traits with discussion of why/how it was sorted. (small group/tables) * Day 2 * Students match character trait vocabulary words to corresponding picture (independent practice page)   **Instructional Plan- Phonics: Short a, final –ck**   * **Day 1** * **Scott Foresman Phonics Songs & Rhymes chart 1-** Sing “Jack’s Cat” to the tune of Itsy Bitsy Spider (or play cd). Have children follow along while teacher models 1-1 correspondence. Then have students take turns locating short a words on the chart. * Continue task (above) and have them locate –ck words. * **Day 2** * Write the following words on the board (or index cards): cat, pal, Jack, black, lap, snack, Mack. Call on students to read words independently (outside of the context of the song). \*If unsuccessful, use song and 1-1 correspondence. Also isolate and segment sounds. * **Day 3** * **Build words-** Students make short a and final –ck words. Teacher writes the word: *tap*. Then teacher asks student(s) to change the ending sound in tap to *–ck* to make tack. Students may use whiteboards or letter tiles to build the following words: *bat- back, sat- sack, pan-pack, ram-rack*. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:**   * W1.1 Write an opinion about a given topic and give a reason * W.1.8 With guidance from adults, recall information from experiences or gather information from provided sources (e.g., books, computers) to answer questions. * L1.1. Demonstrate command of conventions (including use of pronouns) in response to topic or prompt * L1.6 Use words and phrases from texts and/or conversations to signal relationships (when, because…) * RL 1.7 Use illustrations to describe character, setting, or events.   **I Can Statement(s):** I can write a sentence about someone who has done something nice . (demonstrates one of the “good” character traits.  **Instructional Plan:**   * Day 1 * **Teacher models the following statement. (Insert name of student here)** was *kind* when he *shared* his pencils. Teacher may model more than one character trait- or focus on one character trait for the whole class. * **Students illustrate a time when someone showed “good” character trait on lined paper with picture space provided at top.** * Day 2 * **Students write a sentence below their picture which names a friend who has demonstrated a “good” character trait (done something nice.) Teacher may provide sentence starter such as \_\_\_\_\_\_\_\_ was nice when he… Some students may write sentences without needing sentence starter.** * **Day 3- Edit and Share** * **Students are directed to check for a capital letter at the beginning of the sentence and for the name of their friend.** * **Students are directed to check for ending punctuation (period).** * **Students are directed to check spelling of commonly used words (word wall words).** * **Students are directed to exchange papers with their “elbow partner.” The partner tries to successful read and understand sentence. \*If spelling is not phonetically decodable by peer- (if it is unable to be read) the teacher will need to offer direct instruction with the student to make corrections.** | | | | |
| **Closing/Summarizing Strategy** | * **Day 3:**   **Teacher selects several students to read and share their sentences/stories about their friend. Teacher provides survey with character traits listed. Students put an x by the character trait they feel is the most important. After students have had an opportunity to complete the survey, they come to the carpet and share their response while giving a (verbal) explanation as to why they think that character trait is the most important.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students may add additional sentences in the “writing” portion of the lesson. They do not have to use the sentence starter (provided). | | Students can copy a characteristic from the board if unable to write a sentence about what someone has done for them. Also, the teacher may write the sentence: *Mary* is kind. And student copies or traces the simple sentence.  Teacher may also use Scott Foresman Kindergarten Review booklet provided with series. | | | * To be determined. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Vocabulary (character trait) matching activity page, Picture/sentence using appropriate conventions. | | | | | |
| **Teacher Reflection:** (record notes here) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*